



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

35 West Dunlap, Phoenix, AZ 85021

Glendale Union High School District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. John Croteau  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : 9-12  
 Web Address : [www.guhsdaz.org/schools/sunnyslope.asp](http://www.guhsdaz.org/schools/sunnyslope.asp)  
 Phone Number : (623) 915-8760  
 Fax Number : (623) 915-8762  
 E-mail : [jpcrotea@guhsdaz.org](mailto:jpcrotea@guhsdaz.org)

### Mission

The mission of Sunnyslope High School is to empower all students for the choices and challenges of the 21st Century. Our graduates will respect self, others and the environment; participate productively and responsibly in a rapidly changing society.

### School / Academic Goals

- ü All students will demonstrate increased achievement on district, state and national assessments. Emphasis currently being placed on improved reading skills and attendance.
- ü We are dedicated to providing a safe community-oriented environment in which learners can pursue academic excellence and life-long skills that will allow them to develop to their fullest potential in the face of a rapidly changing society.
- ü It is our strong belief that all student's can learn. Through this, it is our goal each year to provide educational opportunities that challenge all students.
- ü Sunnyslope High School will remain a sound educational institution by maintaining a dropout rate and graduation rate well below and above the state average respectively.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1642  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 250

## Instructional Programs

- ü Accelerated/Advanced Placement Courses
- ü Fine and Performing Arts
- ü Business/College Partnerships
- ü Fire Science
- ü Applied Technology
- ü Read 180
- ü ELL Classes
- ü AFJROTC

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

Quarterly newsletter which contains articles of special interest to parents, progress reports mailed which give information on students' academic progress, communication with parents on eighth absence/tardy, and reports mailed on state test results.

### Parents

Each student in our school has the right to a quality education. To ensure that each student enjoys that right, there are district policies and procedures which address student attendance, tardiness, disruptive behavior and appropriate dress.

## Transportation Policy

Students within the district who reside more than one and one-half miles from school may ride the school buses. Students who are physically handicapped who live closer to the school may apply at the school principal's office for a permit to ride.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Boy's And Girl's State Swimming Champions	2006
ü 5 Time State Champion Speech Team	2006
ü Over 200 Scholar Athletes	2006
ü Scholarships Earned - \$3.5 Million	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	364	3339	71130	92	92	95	731	716	701	5	11	23	7	9	13	59	60	51	29	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	190	1706	35465	97	94	96	729	716	702	5	10	21	8	9	13	59	61	53	27	19	13
Male	174	1632	35648	87	89	94	734	717	701	5	12	24	5	8	12	58	59	50	32	20	14
African American	14	273	3868	93	90	95	713	700	686	21	18	33	7	13	17	57	60	45	14	9	6
Hispanic	141	1360	25103	93	92	95	706	703	685	9	17	34	10	11	16	73	61	45	8	11	5
Asian/Pacific Islander	NC	111	1805	NC	99	98	NC	723	731	NC	12	9	NC	7	7	NC	52	50	NC	29	34
American Indian/Alaskan Native	NC	107	4241	NC	95	90	NC	712	679	NC	8	39	NC	13	19	NC	68	39	NC	10	3
White	196	1488	36075	91	91	95	751	731	715	1	5	12	5	5	9	48	60	58	45	30	21
Students with Disabilities	10	91	5862	23	24	71	NA	686	658	NA	20	63	NA	22	15	NA	56	20	NA	2	2
Students without Disabilities	354	3248	65268	100	100	98	731	717	705	5	11	19	6	8	12	58	61	54	30	20	15
Limited English Proficient Students	26	258	4859	87	91	93	676	669	662	27	50	64	23	18	15	50	31	20	NA	1	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	162	1490	22957	89	89	93	709	705	685	9	16	34	10	11	17	72	61	44	9	12	5
Non-Economically Disadvantaged	202	1849	48173	94	94	96	748	726	709	2	7	17	4	7	11	49	60	55	46	27	18

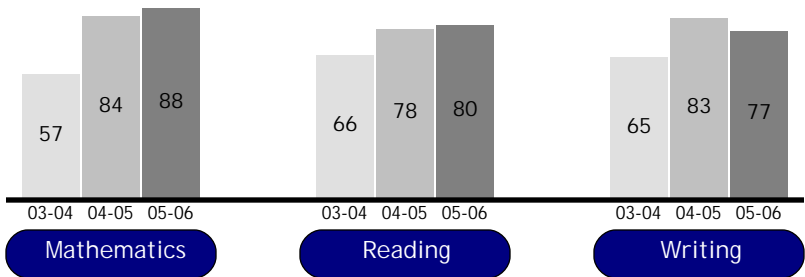
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	383	3571	73018	96	96	97	717	706	703	2	4	6	18	22	23	68	66	64	12	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	1797	36181	99	97	97	718	710	708	2	3	4	18	21	21	68	66	65	13	10	9
Male	186	1773	36816	93	96	96	716	702	699	3	5	7	18	23	24	68	66	62	11	6	7
African American	16	302	3976	100	96	96	699	690	689	6	6	8	31	31	29	63	60	59	NA	3	3
Hispanic	142	1431	25801	93	95	96	690	691	683	5	6	10	32	31	34	60	59	53	3	4	3
Asian/Pacific Islander	NC	112	1812	NC	97	98	NC	710	722	NC	4	3	NC	20	15	NC	65	66	NC	11	16
American Indian/Alaskan Native	NC	117	4389	NC	100	93	NC	696	675	NC	3	9	NC	29	42	NC	65	47	NC	3	1
White	211	1607	37024	97	97	97	736	722	721	0	2	2	8	12	12	73	73	73	19	13	13
Students with Disabilities	27	263	7170	60	66	85	674	659	654	7	16	23	52	48	47	41	35	29	NA	0	1
Students without Disabilities	356	3308	65848	100	100	98	719	709	708	2	3	4	15	20	20	70	69	67	13	8	9
Limited English Proficient Students	26	274	5099	87	94	95	639	640	641	27	25	29	65	66	59	8	9	12	NA	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	174	1639	23912	95	95	94	691	689	681	4	6	10	34	33	36	60	58	52	2	3	2
Non-Economically Disadvantaged	209	1932	49106	96	98	98	737	720	714	1	2	4	4	13	16	75	73	69	21	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	368	3545	72810	92	96	96	703	692	685	3	4	6	21	25	30	64	64	58	13	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	192	1796	36111	96	97	97	713	701	695	2	3	4	16	18	23	65	69	65	17	10	8
Male	176	1748	36678	88	94	95	692	682	674	4	5	9	26	32	36	63	59	52	8	4	3
African American	14	298	3962	93	95	96	693	681	675	7	7	8	29	27	33	57	62	55	7	4	3
Hispanic	141	1435	25735	92	96	96	681	682	669	5	6	10	35	33	41	57	58	48	3	4	2
Asian/Pacific Islander	NC	111	1809	NC	97	97	NC	691	704	NC	9	4	NC	13	19	NC	68	65	NC	10	13
American Indian/Alaskan Native	NC	115	4370	NC	98	92	NC	690	670	NC	3	9	NC	28	39	NC	61	50	NC	8	2
White	200	1584	36915	92	96	97	718	703	697	2	2	3	10	18	21	69	69	67	20	10	8
Students with Disabilities	12	240	7071	27	60	84	602	647	634	25	13	24	17	56	53	58	30	21	NA	1	1
Students without Disabilities	356	3305	65739	100	100	98	703	694	689	2	4	4	21	23	27	64	66	62	13	7	6
Limited English Proficient Students	26	276	5046	87	95	94	625	617	621	23	31	31	62	54	56	15	15	12	NA	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	164	1624	23814	90	94	94	682	678	667	4	7	10	34	33	41	59	57	47	3	3	2
Non-Economically Disadvantaged	204	1921	48996	94	97	97	718	703	693	2	2	4	10	18	24	68	70	64	20	10	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	53	NA	42	99	54	50	51	97	59	50	52
	Language	93	58	50	42	99	56	50	50	97	58	50	50
	Mathematics	93	82	71	63	99	54	50	50	97	58	52	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 4 School Administrator(s)
- 4 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Establish Yearly School Goals
- Ü Explore Education Innovations
- Ü Recommend Program Improvement Areas
- Ü Increase Communication with Parents
- Ü Promote Accountability
- Ü Analyze School Effectiveness

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	82.00
Other Professional Staff	8.00	Teacher Aide	26.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	2	0	0
4 to 6 years	16	6	0	0
7 to 9 years	9	3	0	0
10 or more years	13	10	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	289
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computers: 10 Labs, 4 Mobiles, & Classes
- Ü Multimedia Center/Internet Access
- Ü Media Productions Facility
- Ü Business Computer Labs

Extracurricular Activities

- Ü Six Honor Societies Including NHS
- Ü Boys/Girls AIA Championship Teams
- Ü Theater/Dance/Art/Photo/Music
- Ü Air Force Junior ROTC
- Ü Over 40 Student Clubs
- Ü Future Business Leaders of America
- Ü V.I.C.A.
- Ü Academic Decathlon

Social Services

- Ü Scholarship/Application Services
- Ü Community College Dual Enrollment
- Ü Nurse Practitioner/Health Clinic
- Ü Social Worker
- Ü School Psychologist
- Ü Guidance Counselors

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Sunnyslope High School faculty, staff and community have continued to work together to keep students in school. The dropout rate (~2%) has continued to remain well below the state and national averages.
- ü The Sunnyslope faculty and staff recognizes and celebrates the contribution of each individual. A yearly Vikingtown camp has been established to focus our collective attention upon an appreciation for ethnic, cultural and religious diversity.
- ü Sunnyslope High School is one of 44 high schools in Arizona to receive an 'Excelling' rating from the Arizona Department of Education.
- ü Through the efforts of our career and scholarship center, the class of 2006 received over \$3.5 million in scholarships and grants.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	94	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sunnyslope High School is a closed campus which requires students to stay on campus the entire school day. We have a zero-tolerance policy for weapons and illegal drugs. Students are involved in multicultural activities such as Vikingtown.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

17
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	John P. Croteau	(623) 915-8785
Transportation Policy	Sandi Gregory	(623) 435-6084
Community Resources	Mary Ellen Naughton	(623) 915-8738
School Nutrition Programs	Yome Gokool	(623) 435-6016
Parent Organization	Sue Mulligan	(623) 915-8760
Student Health/Nurse	Cheryl Gibbons	(623) 915-8763

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.